



THRUPP PRIMARY SCHOOL: Progression of skills and development in EYFS – Reception Year (Kestrels)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
PSED Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and begin to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally (taking turns, waiting politely, tidying up).	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently after toileting and before snack. To recognise and respond to their own toileting needs.	To understand the need to have rules. To understand the importance of healthy food choices.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing. To understand the importance of regular physical activity.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude.	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults. Begin to build constructive and respectful relationships with adults.	Begin to develop friendships with peers. To be able to use taught strategies to support turn taking.	To think about the perspectives of others through stories. To be able to use taught strategies to support turn taking independently.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.	- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
	These statements are split, but all should apply on an ongoing basis throughout the year.						
C&L Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important. Engage in daily story times. Listen carefully to rhymes and songs, paying attention to how they sound.	To begin to understand how and why questions. Listen to and talk about stories to build familiarity and understanding. Continues a rhyming string.	To be able to ask questions to find out more. Listen to and talk about selected non-fiction.	To retell a story once they have developed a deep familiarity with the text.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	To be able to talk in front of small groups and their teacher offering their own ideas. To articulate their ideas and thoughts in well-formed sentences.	To be able to use new vocabulary throughout the day. To be able to speak during whole class circle time with their peers.	To talk in sentences using conjunctions e.g. and, because Describe events in some detail.	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

<u>Physical Development</u> Gross Motor Skills	To move safely in a space (running, riding a bike/scooter) Begin to control a ball in different ways. Begin to safely use tools and equipment and follow rules in games. Begin to use their core muscle strength to achieve good posture when sitting on the floor or at a table. Games (FUNDamentals of Movement EYFS) and Bikes	Explore different ways to travel using equipment. To be able to control a ball in different ways (throwing, catching, kicking, passing, batting and aiming) Begin to develop overall body; strength, balance, co-ordination and agility. Gymnastics (EYFS) and Games (Principles of Play EYFS)	Continue to develop overall body strength, balance and co-ordination. To be able to balance on a variety of equipment and climb. To jump and land safely from a height. Negotiate space successfully and adjust speed and direction. Gymnastics (EYFS → Y1) and Games (Principles of Play EYFS)	Combine different movements with control, ease and fluency. To move safely with confidence and imagination, communicating ideas through movement Develop in ability when dancing to music. Showing increasing control with a ball. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Dance and Games (Multi Skills KS1)	Develop core strength to achieve a good posture. Confidently and safely use a range of large and small apparatus. To develop precision and accuracy when using a ball. Move energetically in a range of different ways. Playground Games (BTBF) and Athletics (Y1 Atlas)	To play by the rules and develop coordination. Develop overall body strength, balance, co-ordination and agility. Negotiate space and obstacles safely. Show strength, balance and co-ordination. Athletics (Sports Day Preparation) and Forest School	- Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	Use pencils and other equipment comfortably for them. Make snips in paper either using one hand or two.	To handle scissors, pencils and glue effectively. Begin to use tripod grip when using mark making tools.	Developing an effective pencil grip. Developing skill when using tools, including scissors. To accurately draw lines, circles and shapes to draw pictures	Children forming recognisable letters with an effective pencil grip. Able to use cutlery appropriately.	Confidently use scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Hold scissors correctly and cut out small shapes.	To form lowercase letters correctly using a tripod grip in almost all cases. Use a hammer and saw correctly (Forest School). Showing accuracy when drawing.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
<u>Literacy Comprehension</u>	Independently looks at a book, holding it the correct way and turning pages.	Engages and enjoys an increasing range of books.	Acts out stories using recently introduced vocabulary.	To be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book.	Able to answer questions about what they have read.	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	Links phase 2 phonemes to graphemes. Orally blends and segments CVC words.	Segment and blend sounds together to read words made up of known GPCs. Begin to read captions and sentences. Recognise taught digraphs.	Recognise taught digraphs in words and blend the sounds together. Read tricky words taught in LW phonics prog. Read simple phrases and sentences.	Recognise phase 3 digraphs and trigraphs and use these to read words. Begin to read longer words with known GPCs.	Read longer words and compound words with known GPCs. Begin to blend adjacent consonants in words and begin to read phase 4 tricky words.	Read phase 4 tricky words. Begin to read phonically decodable books with some fluency.	- Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	To give meanings to the marks they make. Hears and says the initial sounds in words. Links phase 2 phonemes to graphemes. Writes own name Begin to form some letters correctly.	Continue to form learnt graphemes correctly. Write labels and other forms of writing.	Attempts to write short captions in meaningful contexts. Write words representing the sounds with a grapheme.	Form lower case letters correctly and some capital letters (e.g. in own name) Spell words using segmenting fingers and known GPCs. Begin to write a short sentence.	Write short sentences with words with known GPCs. Begin to re-read what they have written to check it makes sense.	Write short sentences with words with known GPCs. Begin to use a capital letter and full stop. Re-read what they have written to check it makes sense.	- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Maths Number	Explore the composition of numbers within 5. Subitise different arrangements, both unstructured and structured to 5. Develop counting skills and knowledge, including cardinality and 1:1 correspondence.	Begin to develop the language of 'whole' and 'parts'. Have a deep understanding of numbers 1 - 5. Explore number bonds to 5.	Continue to subitising skills for numbers within and beyond 5. Increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Have a deep understanding of numbers 1 – 5	Have a deep understanding of numbers 1 – 10. Explore the structure of the numbers 6 and 7 as '5 and a bit'. Order numbers and play track games. Begin to form numerals 1-10.	Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Explore a range of representations of numbers, including the 10s frame. Compare quantities and numbers. Develop a sense of magnitude (knowing 8 is quite a lot more than 2)	Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek. Begin to explore teen numbers. Write numerals 1-10.	- Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	Verbally say which group has more or less.	Compare equal and unequal groups and use the language 'more than' and 'fewer than'. Share quantities equally.	Focus on equal and unequal groups when comparing numbers.	Understand and explore odd and even numbers sorting according to their 'shape'. Understand that two equal groups can be called a 'double'.	Automatically recall number bonds up to 5 and some number bonds to 10.	To verbally count to 20 and beyond.	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space and Measure	Continue, copy and create repeating patterns (AB, ABB, ABBC)	Compare length – Talk about measure and patterns Circles, triangles and shapes with 4 sides.	Compare height – length, height and time. Mass and capacity.	Recognise that a shape can have other shapes within it, just as numbers can - Explore 3D shapes.	Select, rotate and manipulative shapes to develop spatial reasoning skills – Manipulate, compose and decompose.	Visualise, build and map (repeating patterns consolidation)	N/A Focus from Development Matters and preparation for KS1.
UttW Past and Present	Know about their own life story and know they have changed. Talk about members of their immediate family and community. Name and describe people who are familiar to them.		Know some similarities and differences between things in the past and now. Know some key events that have happened in the past.		Know some similarities and differences between things in the past and now. Comment on images of familiar situations in the past.		- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	Know about features of our immediate environment. Know that simple symbols are used to identify features on a map. Year A - F6 – Being special – Where do we belong? Year B – What times./stories are special and why? Both years - F2 – Why is Christmas special for Christians?		Know that there are many countries around the world and know some similarities and differences. To know that people in other countries may speak different languages. Year A - Who is Muslim and how do they live? Year B – Who do Christians say made the world? Why is Easter special to Christians?		Know about people who help us within the local community. Know that people around the world have different religions. Year A - Who is Jewish and how do they live? What places are special and why? Year B – Why is the word 'God' so important to Christians? How should we care for the world and for others, and why does it matter?		- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World	Humans Ask and suggest answers to questions about things we see or hear. Talk about how things are similar or different to one another.	Animals Draw pictures of animals. Talk about how things are similar or different to one another.	Materials Explore the world around us and talk about what we see, hear and feel.	Floating & Sinking / Melting & Freezing Make observations about similarities, differences and changes.	Plants Draw pictures of plants. Explore the world around us with our eyes, hands and ears.	Seasons Living Things and their habitats Suggest answers to questions based on their experience of the world around them.	- Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<u>Expressive Arts and Design</u> Creating with Materials	Painting and Printing Skills Paint using brushes and fingers. Experiment with mixing colours. Talk about what they've painted with a peer or adult. Experiment with print using a variety of materials.	Joining techniques Using scissors safely Join items in a variety of ways using cello tape, hole punches, string, glue, masking tape and ribbon. Experiment with a variety of textures.	Sculpture Manipulate the clay by squashing, rolling, pinching, twisting and cutting. Select additional materials to enhance model. Make something with clear intentions from start to finish.	Joining techniques Use these techniques to join materials: flanges, slots, braces, tabs and ties. Review own work and make considered improvements. Share creations with a small group. Use different textures for effect.	Drawing Experiment with drawing techniques, paying attention to the size and shape of features. Draws things from memory.	Drawing Observes objects and people closely before drawing and adds in observed details.	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Find the pulse in a piece of music by moving in time.	Sing a range of songs.	Repeat a musical rhythm.	Play question and answer rhythms on percussion instruments. Perform songs and poems with others.	- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Characteristics of Effective Teaching & Learning (Thrupp Learning Powers)	Courage  (Aspire)	Perseverance  (Resilient)	Curiosity  (Curious)	Proud  (Reflect)	Independence  (Relate)	Motivation  (Reflect)	
	Making independent choices e.g. choosing activities Keep on trying when things are difficult e.g. continuing to practise writing their name Responding to new experiences e.g. Showing courage Taking part e.g. Joining in a game with new pupils or adults.	Keep on trying when things are difficult e.g. Continuing to count a set of objects- Correcting their own mistakes e.g. Continuing to re-write a letter Review their progress e.g. Explaining how they persevered with writing their name until they got it right. Solving real world problems e.g. When solving how many of something they need. Concentrating on achieving something important to them e.g. Continuing to develop their model when it isn't going the way they planned	Planning ahead e.g. Thinking about how they are going to build before starting- Making independent choices e.g. deciding how to explore certain weather outside Bringing in their interests and fascinations e.g. when seeing a certain bug or animal / dinosaur in a book offering their own knowledge too	Showing goal directed behaviour and reviewing their progress e.g. Children being proud of writing their name after being directed to do so by an adult. Concentrating on achieving something important to them e.g. continuing on writing their name and being proud when they have finally reached the goal.	Making independent choices e.g. choosing from a selection of tasks available and beginning to tidy away when finished. Guiding their thinking and actions e.g. Getting their drink in preparation for snack time. Correcting their own mistakes e.g. Crossing out a letter and re-writing it with the correct formation Confidence to come up with own ideas e.g. Independently using resources in the classroom to make up a simple game. Making links between ideas e.g. Linking story lines to previous books they know.	Realise their actions have an impact e.g. Sitting and listening during carpet time for verbal praise. Participation e.g. children are motivated to write their name and practice the skill for their own accomplishments and the targets set by them by their teachers. Concentrate on achieving something important to them e.g. Children are motivated to complete their creations and try different methods	Development Matters: - playing and exploring (children investigate and experience things and 'have a go') - active learning (children concentrate and keep on trying if they encounter difficulties and enjoy achievements) - creating and thinking critically (children have and develop their own ideas, make links between ideas and develop strategies for doing things)